

KENTUCKY HISTORY EDUCATION CONFERENCE

with the



DEBATE AND DIPLOMACY IN HISTORY: SUCSESSES, FAILURES, CONSEQUENCES VIRTUAL CONFERENCE

July 15, 2021 ♦ 9 a.m. – 4 p.m. EST

Zoom in for the 2021 **VIRTUAL** Kentucky History Education Conference!

Cost:

\$30 (for non-members)

\$20 (for members of KHS, KEA, KCSS, KASA, KAGE, and KASL and pre-service teachers)

[Register Here.](#)

Whether you're an elementary or high school teacher, teach ancient world history or U.S. history from 1877 to the present, KHEC has something for you! See the line-up of speakers and topics below. Sessions subject to change. For up-to-date information, or to see more K-12 professional learning opportunities, visit our [website here](#).



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“Anybody Out There?” How to Engage Students in Debate in the Virtual Classroom

Sarah G. Watkins, *Corbin Independent Schools*

Grades: 4-12

Getting students engaged in the physical classroom can be difficult, but it can seem almost impossible in the virtual setting! Many educators have discovered that distance learning can make some students apprehensive to speak and engage online. In this session, we will discuss strategies you can use to establish a culture of engagement in your classroom, both virtually and in the physical classroom. We will focus on ways to get students debating and interacting with their peers using simple, no-tech tricks as well as online apps and programs you may not know about. You're guaranteed to leave with a few tricks up your sleeve that are ready to use in your classroom the next day!

***Sarah Gayle Watkins** is the Middle School/High School Supervisor of Instruction at Corbin Independent Schools. She attended the University of the Cumberlands and has an Ed.S in Instructional Leadership. Her background is in 11th grade U.S. History, and this is her eleventh year in education. When Sarah isn't working with teachers, she enjoys visiting historical parks and museums with her family.*

Dewey's Disciples, Darwin's Dayton and Douglass's Declaration: Enduring Debate, Drama and Dissent in American History

Donnie Wilkerson, *Jamestown Elementary School*

Grades: 4-8

Join this fast paced session exploring three historic but still very timely debates in American History. John Dewey and his century old constructivist educational philosophy, now aptly dubbed “guide on the side,” will be contrasted with the oft decried and denigrated, “sage on the stage” direct instruction model. We will travel back to that famous “monkey trial” almost 100 years ago for the start of another curriculum debate. Finally, we’ll learn how Frederick Douglass sparked debate over the Fourth of July 159 years ago, a debate still raging today as educators grapple with controversies such as the 1619 Project and implicit bias training. Through the lens of these debates and others we’ll explore unique ways to use story, connection and primary source artifacts to teach and inspire students. Whether you’re a disciple of Dewey and Montessori or a devotee of Hirsch and Hattie you will find something to take away from the decidedly, debatable discourse of this dynamic discussion!

***Donnie Wilkerson** has taught 5th grade at Jamestown Elementary for 17 years. He is a Gilder Lehrman/Kentucky Historical Society Kentucky History Teacher of the Year Award winner, an Earle C. Clements Innovation in Education Award winner, and most recently a finalist for the Valvoline Kentucky Elementary Teacher of the Year Award. He is an outspoken education policy activist, student advocate, and proud “Pop” to two beautiful granddaughters as well as 78 students he also lovingly calls his “grand” kids!*

In the Shadow of Empire: Ancient Israelite Civilization

Andrew Askuvich, *Institute for Curriculum Services*

Grades: 6-12



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Using archaeology, ancient texts, and up-to-date research, we'll explore Israelite society in the context of ancient Mesopotamian and Egyptian civilizations. Focusing on daily life, religion, and law and literature of ancient Israel, students will be able to develop a fuller picture of their role in the ancient world, their lasting contributions to the Western world, and the development of Judaism as we know it today. This session is ideal for teachers of ancient civilization, world history, and world religions. Participants will work collaboratively to explore and analyze a variety of sources and leave with links to free classroom-ready activities.

Andrew Askuvich delivers regional conference presentations and conducts trainings for the Institute for Curriculum Services throughout the Midwest and serves as a local resource for teachers, school districts and community partners in the region. Prior to joining ICS, Andrew taught social studies and coordinated service learning opportunities at Hyde Park Academy High School in Chicago. He has a B.A. in History from George Washington University and an M.A. in Education from Northwestern University.

How do I implement inquiry in my K-5 classroom?

Rebecca Ingram, Jefferson County Public Schools

Grades: K-5

Just like a piece of build-it-yourself furniture, you may have all the parts and pieces of inquiry, but how do you put this thing together? Join this session to begin working through how to implement an inquiry lesson in your classroom. Experience a basic inquiry and practice the steps for implementing inquiry through questions, sources and tasks. Let's build a great learning experience for all elementary students!

Rebecca Ingram is currently the Instructional Coach for Social Studies at Jefferson County Public Schools. She assists with instructional coaching, curriculum development, and professional learning planning for the district, schools, and PLCs. With 17 years in education, her passion is to help teachers grow professionally within social studies for a greater impact upon students and the future communities they inhabit. Rebecca also serves on the Kentucky Council for Social Studies Steering Committee, supporting efforts to provide resources and professional learning for teachers across the state of Kentucky.

Learning History by Giving Others a Voice: Oral Histories in the Classroom

Jamie Brown, Marion County High School

Grades: 9-12

How Prohibition and 20th century wars affected Kentucky. Local hangouts and events for teens in the 1950s. Family history. Students can learn so much about the history of their world, community and family by conducting oral history interviews while giving others a voice. Collecting oral histories in the classroom is a great way for students to learn from people around them. Students can learn communication skills, as well as how to write for an audience and produce museum-quality work while using free technology resources. Oral history resources, processes for project-based learning, connections to Kentucky Academic Standards and Social Studies, graduation requirements, and project ideas will be discussed in this session.

Jamie Brown is a social studies teacher at Marion County High School, a former TAH grant participant, a 2006 Fulbright Scholar who studied the Chinese educational system, a 2014 Chamber of Commerce



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Educator of the Year and 2016 National Beta Sponsor of the Year. Jamie resides in Lebanon with her husband and two children.

Using Data Mapping Tools to Teach Kentucky History

David Perkis, *Federal Reserve Bank of St. Louis – Louisville Branch*

Grades: 6-12

Make Kentucky history come alive with free data and mapping tools! Create county level Kentucky maps, or have your students create them at home, using our online tools, FRED and GeoFRED.

***David Perkis** is a senior economic education specialist at the Louisville Branch of the Federal Reserve Bank of St. Louis. He has developed a career in research and teaching that has spanned industrial engineering, mathematics and statistics, environmental economics, and economic education. Prior to joining the Fed, he directed the Purdue Center for Economic Education. He has received recognition, both at Purdue University and nationally, for incorporating experimental simulations in his teaching, having utilized such methods in both college and high school classrooms.*

What sources are right for my inquiry lesson?

Andrew Danner, *Iroquois High School*

Grades: 6-12

You've designed your lesson, your questions and tasks are on point. But what about your sources? This is often the most difficult part about creating inquiry-based instruction. In this session, teachers will look at the pieces of an inquiry-based lesson with the Questions and Tasks already in place. After walking through the connections between Questions, Tasks and finally, Sources, the presenter will guide teachers through an exercise in selecting, excerpting, and modifying the right sources to fit the lesson. Teachers will walk out with strategies, tools and knowledge to find the sources that will best work for their students and their classrooms.

***Andrew Danner** has taught social studies for 12 years, having spent time in middle and high school classrooms in Shelby and Jefferson Counties and currently teaches in Louisville. In addition to teaching, Andrew is a Doctoral Student at the University of Kentucky and is the current President of the Kentucky Council for the Social Studies. He has spent most of his career studying the inquiry-design process and has had inquiries featured in Social Education, The School Library Journal, and C3Teachers.*

Entering the Shark Tank: An Industrial Revolution PBL Unit

James Caudill, *McLean County High School*

Grades: 8-12

Want to bring some reality to your history classes? Let's enter the Shark Tank! Using the reality television show as inspiration, follow along with a project based learning approach to teach history, economics and marketing related to the Industrial Revolution.

***James Caudill** is a mild mannered teacher of all things nerd in McLean County. He teaches World History and uses comics and pop culture influences as much as possible. He also teaches U.S. History through*



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Graphic Novels, Kentucky Studies, and Pop Culture and recently completed his MAED in Instructional Leadership from Georgetown College.

Trade, Travel, and Daily Life in the Year 1000: Economics of Average People Around the World

Cynthia Resor, *Eastern Kentucky University*

Grades: 6-12

What was the role of average people in Africa, Asia, Europe, and North America in trade and the economy around the year 1000? Let's travel around the world, examining how regular people made a living, paid taxes, and adapted to new technology a thousand years ago. We'll examine the concept of globalization and compare its impact then and on our lives in 2021. Instructional ideas, materials and primary sources will be provided.

***Cynthia W. Resor** is a social studies education professor and former middle and high school social studies teacher. Her dream job? Time-travel tour guide! But until she discovers the secret of time travel, she writes about the past in her blog, *Primary Source Bazaar*. Her three books on teaching social history themes feature essential questions and primary sources.*

Host a Historian: Tackling Hard Histories with Experts

Chelsea Park, *Russell Independent High School* and Rebecca Wishnevski and Stephanie Lang, *Kentucky Historical Society*

Grades: 8-12

Helping your students find their voice when addressing Kentucky's more complex histories can be difficult in person—let alone online! Join a high school educator, a museum educator, and a historian as they discuss how the Kentucky Historical Society's in-house historians are engaging with high school students to help clarify the good, the bad, and the ugly in Kentucky's past. KHS's Host a Historian program offers a live, interactive, inquiry-based presentation for students that also meets the KAS for Social Studies. Our historian will be talking about Coal in Appalachia and her experiences discussing the coal industry's complicated effect on Appalachian identity, economy and culture with high school students across Kentucky.

***Chelsea Park** was born and raised in Ashland and is proud of her Eastern Kentucky heritage. She currently teaches World Civilization and Kentucky History at Russell High School in Greenup County. She holds a B.A. in Political Science with a minor in History from Georgetown College and a Masters of Secondary Education in Social Studies from Morehead State University. This is her seventh year as an educator. **Rebecca Wishnevski** is a Museum Program Coordinator at the Kentucky Historical Society in Frankfort. She coordinates virtual field trips for students grades K-8 as well as the Host a Historian program for students in grades 8-12. Rebecca currently holds a B.A. in English from the University of Indianapolis and is pursuing an M.A. in History at the University of Louisville. **Stephanie Lang** serves as the editor of *The Register of the Kentucky Historical Society*. She is committed to preserving Kentucky's vibrant history and providing opportunities to connect with and explore the state's diverse heritage. She holds a Ph.D. in history from the University of Kentucky with an emphasis on Appalachia. She currently is one of four in-house historians who participate in KHS's Host a Historian program.*



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Coding for Social Studies

Mika Crisp, *Prestonsburg Elementary School*

Grades: K-5

Are you looking for a fun way to incorporate coding into your everyday classroom lessons? Do your students love to code and create their own interpretations of events? Look no further! In this session, we will discuss how to implement coding into the elementary classroom. Participants will also have the opportunity to practice with the coding program Scratch to see how your students can create their own cartoons to explain, describe and support their viewpoints on historical events.

Mika Crisp is a 5th grade social studies teacher at Prestonsburg Elementary School where she has been teaching for 4 years. Mika is married with a daughter and another child on the way.

Civically Engaged, Socially Responsible and Culturally Aware: Making the Vision of the KAS for Social Studies a Reality for ALL Students

Heather Ransom and Lauren Gallicchio, *Kentucky Department of Education*

Grades: K-12

Are you looking for support in implementing the KAS for Social Studies? Social studies classrooms are the ideal location to foster civic virtue, apply inquiry practices, engage in civil discourse and build an awareness of local, regional and global problems. No matter where you are in your implementation journey, this is the session for you. The Kentucky Department of Education (KDE) will share resources designed to support educators at various stages of implementing the KAS for Social Studies. The session will include a closer look at recently released professional learning modules and a student assignment library. Come see how these resources can support the work you do to prepare all students to become civically engaged, socially responsible and culturally aware.

Heather Ransom and **Lauren Gallicchio** are both program consultants at the Kentucky Department of Education and have worked extensively on the creation and implementation of the 2019 KAS for Social Studies. Go to www.kystandards.org to learn more and access free resources.

Exploring Worker Solidarity and Environmental Justice Through Appalachian Political History

Jessica Parsons and Ricky Mullins, *Eastern Kentucky University*

Grades: 9-12

Look at resources, strategies, and materials for a high school history/civics unit on Appalachian political history! Join us as we discuss the effects of industrialization on central Appalachian coal mining communities with examples of interactive lecture and think-pair-share activities; explore powerful examples of racial and worker solidarity in student-led expert group investigations and presentations of the Matewan Massacre, the Battle of Blair Mountain, and Bloody Harlan; see examples of Living History Graphs to trace key events in the life of the famous labor activist Mary Harris ("Mother") Jones, who was influential in organizing and mobilizing Appalachian coal miners around the turn of the 20th century; examine examples of student WebQuest activities on unions, regulations, mechanization, coal and politics, and the



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resource curse; and finally, see a model of a Structured Academic Controversy (SAC) activity in which students deliberate on the issue of mountaintop-removal coal mining.

Jessica Parsons is a native of Pike County, a first-generation college student, and a political science PhD transitioning into K-12 education. She is currently seeking a career as a high school social studies teacher in Kentucky and intends to gain secondary certification in the field of mathematics. **Ricky Mullins** is an assistant professor of Curriculum and Instruction at Eastern Kentucky University. His research focuses on technology integration and democratic education, as well as difficult history and issues related to the Appalachian region.

“I read it, but I don’t get it!” Differentiating Document Analysis for Struggling Readers

Imali Kent, *The DBQ Project*

Grades: 5-8

“I read it, but I don’t get it!” This sounds very familiar if you teach struggling readers. Source analysis requires students to not only read, but dig deeper for meaning, use background knowledge and context, make inferences, and corroborate between documents. For decades, The DBQ Project has helped students read with understanding and write clearly. This session will focus on strategies to differentiate document analysis using best practices from The DBQ Project’s professional development series.

Before joining the professional development team at The DBQ Project in 2015, Imali Kent spent 8 years teaching 5th grade in central Florida. After participating in a Teaching American History grant, Imali also served as a DBQ coach helping new teachers implement the DBQ process in their classrooms. In 2013, Imali was named Lake County Social Studies Teacher of the Year and received The Excellence in Teaching History Award by The Florida Council of Social Studies.

The War to End All Wars: Teaching World War I with Documents and Resources from the Doughboy Foundation

Ben Nichols, *Madison Central High School*; Paul LaRue, *Ohio State Board of Education*; and Sarah Lane, *Tacoma, WA elementary educator and author*

Grades: 6-12

Standing at the threshold between the 19th and the 20th century, World War I not only marks a unique time of rapid societal change in U.S. and world history but also represents a series of the greatest willful failures in diplomacy in modern times. Its name captures our interest, but in many ways it exists in the shadow of the more familiar World War II. This session will focus on teaching WWI via access to the Doughboy Foundation’s document sets, engaging hook videos, augmented reality simulations, and lesson plans. In addition to these resources, three educators with experience in elementary social studies, middle and high school U.S. and world history, and AP European History will share ideas and strategies for incorporating them immediately into your classroom or Zoom-room.

Ben Nichols is a high school social studies instructor with 13 years of experience teaching a variety of courses including AP European History, World History, and AP Psychology. **Paul LaRue** is a retired classroom teacher of 30 years and has been the recipient of several state and national teaching awards.



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*Recently Paul served on the Ohio World War I Centennial Committee and has written several World War I lesson plans. **Sarah Lane** is an elementary educator, consultant and author. She currently is a teacher in Tacoma, Washington, where she helps to lead virtual and in-person elementary curriculum design, pacing and standards prioritization in a large urban school district.*

Teaching with Primary Sources

James Oigara, *Western Kentucky University*

Grades: K-12

Primary sources are the original pieces of evidence that historians use to learn about people, events and everyday life in the past. They provide tangible links to the past that help students build personal connections to history. Students can use primary sources like detectives to reach conclusions regarding past historical events beyond what a textbook can provide. Using primary sources help students to develop critical thinking and deductive reasoning skills that will be useful throughout their lives. This presentation session is designed to highlight the benefits of using primary source materials in any classroom, highlight resources for teachers, and provide practical suggestions and strategies on how to effectively utilize primary sources in the classroom to meet the KAS for Social Studies. The presentation activity will focus on materials from the Library of Congress “American Memory Collection” and highlight steps for effective primary source instructional cycle.

***James Oigara** is an Associate Professor in the School of Teacher Education at Western Kentucky University. He currently teaches Social Studies Methods Courses for pre-service teachers and his primary research interests include integration of emerged and emerging forms of technologies into classroom instruction to enhance active learning.*

Finding “ME” In The LGBT*

Jared Hubbard, *The Academy in Franklin County*

Grades: K-12

This session will discuss stereotypes, examine misinformation, and share the facts surrounding the who, what, how, and why of the Queer community. This discussion-based session aims to create a space where those involved can ask questions and learn in a safe environment.

***Jared Hubbard** is a transplant who moved here from Orlando, Florida in 2014. He graduated from Kentucky State University and currently works at The Academy as a science facilitator. Jared's passion is for advocacy, activism, and education and he currently serves five nonprofit organizations to aid the queer community, including as a founding board member for the Capital Pride Festival in Frankfort, a board member for a continental nonprofit helping LGBTQ nonprofits gain 501c3 status, and founding president of a Bluegrass based organization for activism created in 2016.*

Bending Minds: Nazi Propaganda, the Forging of Hate

Deborah J. Lazar and Susie Kleinman, *Illinois Holocaust Museum and Education Center*

Grades: 6-12

As a result of attending this multimedia presentation, educators will experience one of the Illinois Holocaust Museum and Education Center’s Virtual Thematic Tours entitled “Nazi



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Propaganda: Fomenting Hate and Genocide.” The tour introduces the viewer to the basic tools and techniques propagandists used in shaping their message. Through the historical lens of the Holocaust, viewed through primary sources, the tour illuminates how Nazi propaganda molded public opinion and indoctrinated German society with an ideology that fueled racism and hate, leading to the creation of government-sanctioned violence, and ultimately to the murder of an estimated 6 million Jews. Reflection and discussion questions are included for educators to help students tie the past to the present and explore current day propaganda tactics and applications. Also provided will be a list of links to lessons and current organizations concerned with media bias.

***Susie Kleinman** is a former educator in the public school and university settings as well as a financial services professional. Now as a semi-retired individual, she serves as a docent for the Illinois Holocaust Museum and Education Center because she believes voices and actions of young people matter in shaping the world they choose to live in and that through education their eyes are opened to the past with powerful lessons that inform their future choices. **Deborah J. Lazar** is a retired school librarian who has consistently arranged her choices around the principals of racial and social justice. She has dedicated her retirement years to spending time with her grandchildren and to the furthering of the Illinois Holocaust Museum and Education Center’s mission to remembering the past and transforming the future.*

Plus, enjoy a Virtual Exhibitor Hall where cultural, educational and social studies organizations will share resources and exhibitor mini-sessions featuring some of the following participants:

Abraham Lincoln Birthplace National Historical Park
Alexander Hamilton Historical Society of Kentucky
Ashland, The Henry Clay Estate
Boone County Public Library
Civil War Governors of Kentucky
Conrad-Caldwell House Museum
Frazier History Museum
Illinois Holocaust Museum and Education Center
Indiana University Center on Representative Government
Institute for Curriculum Services
Kentucky Council for the Social Studies
KET
McConnell Center at University of Louisville
Teaching with Themes
The DBQ Project
University Press of Kentucky

Stay tuned – more exhibitors will continue to register before the conference!



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